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ABSTRACT

Globalization is one of those words being used every day, although the majority of the common people hardly know its true meaning. Globalization is a term formed and promoted by economists and ecologists, both understanding the world as a unique and inseparable space. Globalization is a force reorganizing the world's economy, and the main resources for that economy are including new knowledge and information. Anti-globalists' opposition to globalization is based on analysis that has confirmed a deep gap between the rich and the poor. The paper considers globalization as it impacts Croatia and developing countries and discusses adult education under globalization processes in Croatia. It provides results of a student opinion survey on globalization processes taken with a sample of 150 students at the University of Philosophy in Rijeka (Croatia). (Contains 17 references.) (BT)

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Processes of Globalisations and Adult Educations in Croatia.

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PROCESSES OF GLOBALISATIONS AND ADULT EDUCATIONS IN CROATIA

1.Contradictions of globalization processes and their influence in Croatian

There almost is not a concept that evoked and still evokes such attention as globalization. It evokes great attention of scientists, politicians, reporters, leaders, social actors and groups all over the world. And as it often happens with a concept so overwhelming, so often used, there are its adherents and its opponents. It seams that the discussion about it is difficult because of inexistence or lack of terminology or conceptual clearness.

Globalization is one of those words that are being used every day although great majority of common citizens hardly know its true meaning. Despite that, some claim to be against "globalization process", thinking that globalization is, in a way, an attack on freedom and independence of a country. In last decade "globalists" were sometimes unwanted, of course. Global is a synonym for round, whole, total, circled and it is derived from French word global, which means whole, total, accurate, but also average, or round.

Globalization is a term formed and promoted by economists and ecologists, both understanding the world as a unique and inseparable space. Ecologists turned their view into a motto: "Think global, act local", and economists have stressed that globalization is not about ideology, yet about the process." Globalization is a force reorganizing the worlds economy, and the main resources for that economy are

including new knowledge and information" (Carnoy, Roten) However, it is irrefutable that, in the developed world, main winners of globalization are technology and finances, while work is, in a traditional sense, a looser, as Klaus Schwas, president of World economy forum, has noticed. Antiglobalists' opposition against globalization is based on analysis which has confirmed a deep gap between the rich and the poor, what is a consequence of absolute power brought by capitalism that now has greater power than ever before. Therefore, they are also opposed to power given to multinational companies, which in this way, not only increase their profit, they unify styles of life and while doing so, do not take enough care of cultural and national wealth.

Democracy is in international affaires a frame, which, in opinion of European and world antiglobalists, guarantees a protection of capital power, which has, again in their opinion stayed a sole ideology of modern world. (Helld, 1990.)

Globalization concept has, in its long historical development, carried the primary characteristics of socio-cultural phenomenon in which center was a man as a working power in migration processes. Now globalization has the characteristics of technical-technological phenomenon that with created ("produced") scientific-technological possibilities aims to total bonding (Šundalić, 2002.p.397).

Globalization is a process derived from the growing world dependence, which imposes cooperation between countries, directly or through multinational companies. Corporations constantly aim to connecting in order to strengthen the opponents' advantages. Growth has reached the level that it makes possible for corporations not to lean only to market rules. Moreover, they make the rules. Accordingly, foreign investments and corporation unions more and more form the structure of international trade.

On the other hand, there is resistance towards regional economy integration, which has, so to say, spread all over the world. In spite of such aspirations, financial markets have, indeed, become global.

In developing countries and even in countries in transition positive effects of globalization depend on the range of capital. Until present, capital was brought from private sector mainly, but to put the global politics into effect capital from public sector is needed. Without such help many poor countries will remain poor because foreign capital hardly ever gets involved in sectors such as infrastructure, health, education and environment.

Term globalization is used in "economic, political, scientific and educational discussions. Even in the mass media , the terms are popular, e. g. in combinations like "global player" or "global village".(Pöggeler,2002,p.19.) Worldwide, globalization means spreading of most successful material and spiritual goods. Adherents of globalization claim that it enables freedom and prosperity. However, there is no doubt that the gap between the rich and the poor is vast and that after the industrial revolution inequality has enlarged in world level. Globalization is formed, in many opinions, out of two opposite aspects. One could be named positive, and the other negative (Fallows,1993.,Horvat, 2001.). Although such black-white technique is not the best solution in judging the globalization, it should be mentioned that globalization processes lead to overcoming the isolation, fear, closeness, in short, they lead to turning the world into "global village". On the other hand, due to great differences of countries in economy, politic, cultural and educational development, globalization leads to "strong" ones force their standards during globalization on "weak" ones (not developed).

It is extremely important to pay attention to three perplexed processes in order to bring the legitimacy in globalization processes to international actors, these processes being: democracy, human rights and environment protection (Castels, 1997).

Globalization is not news. Modern world has found itself on a way of globalization for centuries. However, as opponents point out, nowadays there are tendencies that the most powerful are trying to ban national politics, protection of public services and cultural affaires, in the name of globalization, starting with communication, through publishing to culture, art and protection of nature. There is a fear that due to profit all cultural uniqueness and specialties will hold back. Inequalities between the rich and the poor are increasing and along with reduction of social benefits, globalization leads to annulling the results of struggles during past of those lower in the society scale. Current globalization world order therefore, banns the intern solidarity of some societies. These reductions, annulations, banns (independent of reasons) are taking part in transitional societies also and, of course, in Croatian society.

World globalization processes, and especially global and powerful financial actors indisputably have influenced current social reforms in Croatia. This claim leads to attitude that everything is about the influences that do not take care about domestic

situation and needs at all, and only mind own interests, i.e. the winners of globalization process. However, analyses of Croatian social development in last ten years show that such concept of globalization cannot be considered a plain or a simple factor while explaining economic, politic and development of Croatian society as a whole. Globalization as a process is, in fact, visible through "pointing out the precedence of global over partial."

In that sense globalization understands building of new system of values, which supposes renounce from narrow national values. There is a fear that globalization processes can even lead to loosing own identity (Cifrić, 1998,p.88). Process of globalization is followed by a number of sub processes and its values, such as "open society", "civil society", "multiethnic society" etc.

These processes are a result of a try of creating the inner democracy and outer integration of Croatia. Many analysis show that problems with development of Croatia in all fields in complex politic, industrial circumstances in last ten years have been more connected with shutting down the globalization influences. The question still remains open: did the politic globalization for Croatia have greater influence than economic globalization for post-communist countries?(Jamenson,2000) One must have in mind war circumstances in which Croatia was from 1990 till 1995, as well as the post war period whose effects are still being noticed.

Economy globalization that influences Croatia is based on logic of maximum exploitation of all potentials. While doing so, international financial institutions (World bank and MMF) stipulate the necessary needs and quick structural adaptation (Choussodovsky,1997), above all. in sense of removing any barriers for international trade and foreign investitures (flexible market, privatization of all sectors and reduction of social expenditures). In countries in transition, as well as in Croatia, processes of privatization are mainly governed by ideological-politic reasons than economic. Flexible market leads to reduction of employees' rights and insecurity of right to work; a reduction of social expenditures, in fact, falls on the back or the employed whose salary is very low. In the context of these questions, (low) social funding could be analyzed, as well as the expenditures for future changes in politics of education, social and family politics, pension system etc. Decrease of social expenditures has negative effect on expenditures for education, science and culture, which are, for sure, foundations of social progress. Croatia is a small country. Its

population hardly reaches one 1/1000 of world (global) population, and the GNP is about the same.

Although it is not common to discuss the position and the perspectives in the world's globalization processes of the country, from the point of its size and gross national product, it should be mentioned that these numbers show that all the problems Croatia is facing are very small for the global world. Croatia has potentials with various economy base, favorable geopolitical and strategic position to solve its problems and join the globalization process and employ all working active population, sort the communal and social infrastructural potentials and bring the education system to a compatible level to European and worlds systems and assure the existential conditions to every member of social community. Human resources are invaluable from that point of view. Many see the key to success in raising work productivity and improvement of life quality through the levels and qualities of knowledge of its social community.

Under these circumstances a question what should Croatia do, pops up. Rational-critical approach leads to search for solutions that have already been achieved in chosen national economic and social priorities. In practice, consequence is balance between at least two groups of demands. In first group are demands for creation of open and transparent market of capital, products, services, monetary politics and stabilization of industrial subjects. In second group are human rights, free workers' unions, taking responsibility in governing natural surroundings, changes in education, social rights.

1. Adult education under globalization processes in Croatia

Globalization processes definitely influence the development of the "learning society", "educational society". Systems "learning society", "educational society" carries the characteristics of global, whole structure of society in which education is noted in every little bit as a factor and a function of its development. That future society or society that represents the "future which has already started" demands recognition of that reality in concepts of development of education and educational systems based on a new philosophy as a lifelong learning and education While doing so, specifics

of each country will be visible in order to avoid further intellectual dependence. Education will continuously grow and develop in processes of globalization. It will be manifested in dynamic changes in scientific and technological knowledge, which will demand constant changes and increase of intensity of regular formal as well as informal and non-formal education. (Carnoy, 1993)

Globalization processes will influence quick changes in world management that will demand flexible, efficient and easy reachable system of education, learning, prequalifications, innovations and educational standard as a whole. Globalization processes lead to rapid and "dramatic" changes in a cultural plan from aspect of a single person as well as groups and actors such as technological-communicational influences on process of socialization, changes in structure, function and family. We must not overestimate the role of education while struggling against all types of discrimination, considering that it would not be realistic to expect the solution of the problems in schools and educational institutions, the problems which society was not capable to cope with. It should also be mentioned that education could be a valuable weapon to fight against contradictions within society, in a concept of a "learning society". If globalization is an important factor of restructuring economic potentials of country, one of the main triggers of those changes is in broadening the knowledge and information as a total human potential of each country. Quality of national educational systems is compared on an international level. In that context some processes of globalization in education can be regarded as a concept of a lifelong learning. While creating education for adults for near and distant future, two questions are relevant: first is about the need and the will of an adult to get educational goods which would help the self realization and to fulfill own individual needs and interests, to use the education and become something what he is not. Second question is about what should the adults' education be, as in development of each individual also in society, in micro and macro levels, that is, about what is going to happen in the future. Adults, in that sense, live in the past, although they take care or their future and the future of young people (often taking the right to create future for young). Regarding that, some questions should be brought up concerning the rights of adults, and the rightness of their try to create and construct the future. Therefore, many questions are brought up, both psychological and anthropological: weather the adult educations can contribute the understanding of the sense of global society of future for adults and young and become the well of knowledge and

cognitions about what a man is, what are his primary needs and possibilities. Adult education and their lifelong learning should be reoriented and instead of the logic that education is a function of society, i.e. "the mirror", a theory (far more real than declarative, known for a long life learning and education) should be accepted: "education is a factor of the development of the society"(Pongrac, 1999.,p.85 -88). That reorientation concerning education and adult education as factors of development of society, in no sense means that the education contributes the growth and development of the society no matter how it is formed just in order to accomplish its anthropological essence, to satisfy the needs, interests and possibilities of an adult to get knowledge, cognitions and values which would contribute his "humanizing" and dignifying. This is stressed because in concept of adult education first comes its compensational function, a function of society. As a final consequence, the idea of adults' education to adopt rapid changes in technical-technological and social level seems more focused and believable than to please individual needs which would lead to search for identity and strong needs to live one's present and future and the future of the society. In that sense, using the adult education, our aspirations towards future should "sharpen" our conscience for problems of today, problems that could be easily multiplied in the future. When considering the adult education in future globalization processes, it can be noted that the adult education is tied to components of social development, firstly to those of technical-technological development (first, second and who knows which technical-technological wave) that are based on informatics, ecology, communications and other components brought by present and future of their development (Klapan, Pongrac, Lavrnja,2001). It is considered that those components should be put into system of adult education, accordingly to fashion. It is also commonly believed that the one who does not follow the development of those components and does not put them into education system today, will be late tomorrow. It is very hard to say that such widely accepted opinion, often forced as an imperative, is not true. Adult education "blindly" follows that logic. Educational politics in globalization processes are based on the same paradigms; educational standards are equalized without paying much attention to contextual difference of economic possibilities, tradition and culture both on national and regional level. It seams that the task of adult education is, among other, to warn about the dangers brought by technical-technological development and it enables people to think differently about alternatives, and not to be satisfied with technical

rationality that the problems are solved in short term forecasts of social changes. Adult education nowadays got more and more credit. Period of education is longer now, and it is true that the elementary school in 19th ct. is higher or high education nowadays. Process of education is lengthened and transferred into the adult age not only because of need for special skills and knowledge. Knowledge, skills and other educational goods needed or professional activity and leisure time are more and more seen in non formal and informal education, in process of work and in different shapes of self education. Education therefore becomes a place where important questions of education and upbringing for working and professional capability are discussed, and also relevant social questions such as how to create a concept of education which would help to reach a very complex aim – quality of life of each individual, which changes very quickly. Therefore, many politicians, governments, government and non-government institutions, experts and scientists are interested in adult education because the one who rules the education, rules the future (Pöggeler,2002, p.30.-35.). The only definite and constant characteristic of education is change. What will be the orientation and what will cause the change to happen, up to which level the changes in education represent the regional, national and local solution to global economic changes, remains an open question. One is almost sure: knowledge, skills and abilities that are learned throughout lifelong are the base of globalization changes, but it is also certain that the globalization should influence the knowledge transmission. It seams that the problems start here, concerning the influence of local surrounding on process of globalization and different chances of adults to join the processes of education in poor surroundings. Adult education is shaped by many differences that determine the important facts of development in some parts of the world, states and even some regions within the countries. Adult education, as well as other forms of education is influenced by social, technical-technological and other differences. Therefore, there is a difference between theoretical-methodological base, level and the quality of scientific-theoretical statements about different problems within the field of androgenic theory and practice, there is a different "philosophy" of adult education, development concerning the aims, concepts, models, so that is only possible to discuss some global tendencies of adult education even between the countries with very similar historical, cultural and economic development.

Every society, every nation has its limits in the field of adult education. There should be no prejudices about that. Even those who did not reach "high" level can be of use to those who did, as vice versa. Under the conditions of communication globalization, constant differences in language, culture, tradition, ideas, ideologies, economic situation cannot be an obstacle, it is only a challenge in making the adult education a factor of an individual and the society as a whole.

Globalization processes in adult education have already started in Croatia and can be noticed in Strategy of development of management, economic, political, legal, social and educational system (Pastuović,2001.). Adult education in context of lifelong learning reaches new dimensions as an "uninterrupted continuation" throughout which you first "learn how to learn" and get a "positive attitude towards learning". Adult education is an expansion of the previous educational phase of life and especially influences formal shapes of education and becomes a part of continuous learning in all areas of one's professional and private life, with a basic aim to influence personal development and, in the same time, social development and prosperity. Lifelong learning erases great differences between formal, non-formal and informal education in concepts, didactics, methods, innovations and technologies and institutions.

Many questions are brought up: legal legislative, innovating the models of performance and institutionalized network, innovation the flexible program structure, technological backup, innovating the inner structure, methods of work as well as the evaluation of educational effects and to acknowledge all forms of getting the educational goods and adult competencies. There is a chance of change of education in Croatia, so that we could be closer to countries of developed world or to say it in words that were often mentioned in this discussion, to bring Croatia even closer to globalization processes.

3. Students' opinions on some problems of globalization processes

In a research that has been taken on a sample of 150 students of University of Philosophy in Rijeka we wanted to find out their opinions about globalization processes (the way they understand the globalization, influence of globalization processes on social, management and politic changes and especially their opinion on

influence of globalization processes on education in a concept of lifelong learning). We asked the following questions:

1. Try to explain the idea of globalization
2. In your opinion, what is the influence of globalization on social, management and politic and other changes?
3. In your opinion, what are the consequences of globalization on education, especially on adult education in lifelong learning?
4. What is your opinion about the bond between the globalization processes and the identity problems of young?
5. What changes will be caused by process of globalization in education system, programs of education and mobility inside of different educational systems?
6. What do you think about globalization process and the changes in value system of young and the adults?

Students have answered in free style answers. Answers were very interesting, and we have divided them into several categories. Only some of the answers, which represent the students' opinion, will be mentioned here. We will discuss the dominant opinions, as well as those indicative for each of the questions asked.

In first question we wanted to find out what do students consider under the globalization. Most of them consider it a social phenomenon that tries to standardize legal regulations, unite the market, and connect the people.

We will mention some of the answers:

Second year student of pedagogy and English language: "Globalization is uniting the countries with mutual goals and principles which are to be gained by mutual efforts."

First year student of pedagogy and informatics: "Globalization is erasing the borders between the countries, joining the countries in economic and politic sense."

Third year student of pedagogy and German language: "Globalization is an effort of all nations and countries to try and live under the same principles and standards and to decide together about the future needs and goals in all aspects of life."

Third year student of pedagogy and philosophy: " Societies have accepted globalization have accepted mutual values, they are strengthening management of the countries and politicians are focused on mutual problems."

Second year student of math and informatics: "Globalization can lead to negating the culture of all nations which could have many negative effects. Big nations culture will overtake, and proof is the fact that only 10% of today's languages will remain in 2050."

Fourth year student of pedagogy and philosophy: "Globalization can influence the loss of national identity, create a feeling of loss of values of the nation itself. Influence of big and economic developed countries will remain, so nothing will, in fact, change."

Posing the third question we wanted to find out the opinion about the consequences of globalization on education and especially on adult education. Many interesting answers were given, and here are the most frequent ones:

- Domination of powerful countries over weak ones
- Greater flexibility and adaptability of school systems
- Higher standards in education and lifelong learning itself
- Universal merit system, programs and internationally accepted and valuated diplomas
- Leading countries will force the trends which will have to be followed, and the only way is through the lifelong learning
- Adult education will expand, but the differences in use of educational system will disappear
- Need for technology will be greater due to the education expansion
- Globalization would lead to equal rights on education as well as the lifelong learning process
- If the globalization expands, education systems of the country become more open
- New need in education will be visible and they will have to be coordinate with the global needs
- Multiculturalism will be more noticeable and there will even be a chance of studying in foreign countries

- Universities will become more connected and better and diverse programs for adults will be offered
- Adult education will develop even in non developed countries
- Young and adults will get the chance of communicating, exchange of research results, better understanding of other cultures etc.

Globalization process certainly has influence on young people, which has been confirmed by our students. They consider that the globalization process has two different fields of influence: a positive and a negative. Among positive effects would be:

- Racial and financial differences are decreased
- Search for new values
- Young have new opportunities and door to the world has been open

In students' opinion, there are many more negative influences:

- Loss of identity or nationality
- A feeling evokes that young belong to everyone, but in fact they do not belong to anyone
- Globalization process changes the tradition, therefore there is a conflict between tradition and new policy
- Young loose their religious and cultural identity
- What can be concluded about the globalization process when considering the murders in school, increasing divorce percentage, less emotions inside the families
- Mass media which force (mostly unreachable) standards; they manipulate the young
- It is hard to be an individual if the goal is set by others
- Many young people are opposed the globalization because they want to keep their individuality

Here are the answers about the changes that will follow the globalization process and about mobility:

- As a final result all countries will have one school system
- Many alternative forms of education will be available
- Setting and completing the mutual goal

- Equalizing of knowledge and qualifications on world level
- Unique school system cannot be equally good for everyone, every culture and every nation is unique
- New educational system will make the individuals climb the social ladder quickly
- It is possible to create similar school systems in order to allow studying abroad, but on the other hand, it will lead to loss of individuality
- Big changes will come into effect, ideas will be exchanged
- Grater flexibility and free choices, but also universal rules and values
- Grater mobility inside the education system, flow of information and innovations

In last question we wanted to find out what the students think about globalization process in the values of young and the adults. Opinions can again be divided into two opposite categories, the positive and the negative one. Among positive are:

- Understanding and accepting different people and cultures
- Tolerance and getting into contact with other cultures
- Decrease in racial discrimination, will to help the others and will to learn
- People will become more open, think more "global"

Among negative are:

- Loss of identity and accepting the forced values
- Generation gap is increasing
- People are confused in a new world full of crime, wealth and vices
- Values and goals will be too "global"
- Material will be appreciated more than spiritual, therefore, solidarity, tolerance, friendship etc. will be forgotten
- Young and adults will become disoriented

As it is visible from this research about students' opinion on globalization processes and its influence on social processes, including the processes of education and adult education, we can say that the students were critic about globalization processes, both when discussing the positive and negative effects.

What is mutual to all the answers is the understanding of globalization processes as a tendency of social development with both positive and negative sides. Students did not take sides; they just considered both sides, stressing the dilemmas and contradictions of process, which can also be found in many works that discuss globalization processes in theory as well as ones based on empiric base of researches.

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